

<b>SPECIAL EDUCATION PROCEDURE</b>	
<b>District Name</b>	<b>Warren Woods Public Schools</b>
<b>Subject/Topic of This Procedure</b>	<p><b>IDENTIFICATION: INITIAL EVALUATIONS</b></p> <p>See separate but related procedures for more specific guidance and detailed information relative to <i>REED</i>, <i>Reevaluations</i>, and <i>IEP Participants and Excusals</i>.</p>
<b>Date Procedure was Adopted or Revised</b>	06/19/2023

<b>Legal Requirement with Citation</b>	<p><b>§300.300</b> of IDEA indicates that written parental consent is required when the school district proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability.</p> <p><b>§300.301</b> requires that each school district must conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability. The initial evaluation must consist of procedures to determine if the child is a child with a disability and <u>also</u> to determine the educational needs of the child. This evaluation must be conducted within the timeframe established by the state.</p> <p><b>Michigan Administrative Rule for Special Education 340.1721b</b> establishes a 30 school-day timeline from receipt of parental consent to completion of the initial IEP and offer of FAPE, unless the timeline is extended by mutual, written agreement of the parent and the school district.</p> <p><b>§300.305</b> of IDEA describes requirements for conducting a review of existing evaluation data (REED) as part of an initial evaluation (if appropriate) and as part of any reevaluation. This must include a review of all the following:</p> <ul style="list-style-type: none"> <li>• evaluations and information provided by the parents of the child.</li> <li>• current classroom-based, local, or State assessments, and classroom-based observations; and</li> <li>• observations by teachers and related services providers.</li> </ul>
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	<p>On the basis of this review, and input from the child’s parents, the district must identify what additional data, if any, are needed to determine:</p> <ul style="list-style-type: none"> <li>• whether the child is a child with a disability and the educational needs of the child.</li> <li>• the present levels of academic achievement and related developmental needs of the child.</li> <li>• whether the child needs special education and related services; and</li> <li>• whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child’s IEP and to participate, as appropriate, in the general education curriculum.</li> </ul> <p><b>§300.304</b> of IDEA describes the procedures that must be followed when conducting an initial evaluation or reevaluation. In conducting the evaluation, the school district must:</p> <ul style="list-style-type: none"> <li>• Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining: <ul style="list-style-type: none"> <li>○ Whether the child is a child with a disability; and</li> <li>○ The content of the child’s IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);</li> </ul> </li> <li>• Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child.</li> </ul>
<p><b>Under what circumstances will this procedure be used?</b></p>	<p>This procedure will be used when evaluating students who may be eligible for special education, that is students who have been “referred” by a parent, staff member, MTSS team, or other source as possibly needing special education support.</p>
<p><b>Who will implement this procedure?</b></p>	<p>Special education service providers and evaluative staff.</p>

**Describe the steps in this procedure.**

1. A **request for a special education evaluation** may come from a variety of sources, including but not limited to:

- Parents/guardians
- Teachers, counselors, administrators or other school staff
- Teams involved in the MTSS or similar process
- Physicians, private therapists, and/or other clinical or agency personnel
- The student him/herself

Requests for special education evaluations are received and documented by the district SE office.

2. **Within ten school days** of receipt of a request for a special education evaluation, the district will:

a. **Conduct a Review of Existing Evaluation Data (REED):**

For every evaluation request, including reevaluations, initial evaluations and transfer students from outside of Michigan.

Participants in the REED Process will include all the following:

- District representative
- General education teacher (if the student participates or may participate in general education)
- Special education teacher/service provider(s)
- An individual who can interpret the instructional implications of evaluation results
- The parent will have a meaningful opportunity to participate and provide input into the REED process.

The individual responsible for ensuring that the REED is conducted in a timely manner and with all required personnel is the teacher consultant in the student's building, and the school psychologist.

b. **Provide the parent with prior written notice** of the district's intentions relative to the request for evaluation, including:

- Whether the district proposes or refuses to evaluate the student.

- The results of the REED, if conducted.
- What assessments are proposed as part of the evaluation.
- If applicable, a statement regarding why no additional assessments are considered necessary to determine if the student is a student with a disability; and
- A description of the data, reports, or evaluations that serve as a foundation for the district's proposal or refusal.
- A description of any other factors relevant to the district's proposal or refusal.
- Request for the parent's written consent if an evaluation is being proposed.

The individual responsible for ensuring the timely provision of prior written notice, including the timely request for parental consent for the initial evaluation, is the building teacher consultant, school psychologist and the special education administrator.

If written consent is not provided by the parent after the first attempt, the district will document reasonable efforts to obtain consent. "Reasonable efforts" include:

- Detailed records of telephone calls made or attempted and the results of those calls,
- Copies of correspondence sent to the parents and any responses received, and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The individual responsible for making and documenting the efforts to obtain parent consent for an initial evaluation is the building teacher consultant, school psychologist and the special education administrator.

If a parent refuses consent or doesn't respond to requests for consent, a district may, but isn't required to, pursue the initial evaluation of the child by utilizing the procedural safeguards in the IDEA, which include mediation procedures and due process procedures.

If the district declines to pursue the evaluation because it didn't obtain consent, the district doesn't violate its obligation to locate, identify and serve the student who may have a disability.

If the district believes an evaluation is necessary but the parent disagrees and refuses consent for a reevaluation, the district will do one of the following:

- Provide notice that the district will not conduct an evaluation due to lack of parental consent; or
- Pursue consent override procedures described in 34 CFR 300.300 (a)(3); or

The individual responsible for making decisions regarding how to proceed when there is a lack of parental consent for an initial evaluation is the special education administrator.

3. **Within 30 school days** of receipt of written parent consent to evaluate the district will do all the following:

- a. **Complete a full and individualized evaluation** in all areas of suspected disability pursuant to the REED/evaluation plan for which parental consent was provided.

The individual responsible for ensuring that such an evaluation is completed within 30 school days is the building teacher consultant, school psychologist and the special education administrator.

If necessary, the **timeline for completing an initial evaluation may be extended** beyond 30 school days by mutual agreement of the parent and the school district. This agreement will be in writing. The reason for extending a reevaluation timeline may not be for the convenience of staff or because staff are unavailable to conduct the reevaluation.

The individual responsible for requesting any extension of the initial evaluation timeline is the special education administrator.

b. **Complete a Multidisciplinary Evaluation** and a related **summary report (MET report)**.

The parent will be provided with a meaningful opportunity for input into the MET process.

When evaluating for the presence of certain disabilities, the following individuals are required to be part of the Multidisciplinary Evaluation Team.

For students who are suspected of having a **specific learning disability:**

- The student's general education teacher and
- A person qualified to conduct individual diagnostic exams, such as a school psychologist, authorized provider of speech and language, or a teacher consultant

For students who are suspected of having a **cognitive impairment:**

- Psychologist

For students who are suspected of having a **speech/language impairment:**

- Teacher of students with a speech and language impairment or a speech and language pathologist

For students who are suspected of having a **emotional impairment:**

- Psychologist or psychiatrist and
- School social worker

For students who are suspected of having a **physical or other health impairment:**

- Orthopedic surgeon, internist, neurologist, pediatrician, family physician, or any approved physician

For students who are suspected of having a **visual impairment:**

- Ophthalmologist or optometrist

For students who are suspected of being **deaf or hard of hearing:**

- Audiologist and

- Otolaryngologist or otologist

For students who are suspected of having an **autism spectrum disorder:**

- Psychologist or psychiatrist and
- School social worker and
- Authorized provider of speech and language

For student who are suspected of having **deaf/blindness:**

- Ophthalmologist optometrist, audiologist, otolaryngologist, otologist, family physician or other approved physician and
- Teacher of students with visual impairment and
- Teacher of students with hearing impairment

For students who are suspected of having a **traumatic brain injury:**

- Family physician or any approved physician

For students who are suspected of having **severe multiple impairment:**

- Psychologist and
- Depending upon the disabilities in the physical domain, other evaluators as required in the categories listed above

The individual responsible for ensuring that all required members participate on the multidisciplinary evaluation team is the building teacher consultant, school psychologist and the special education administrator.

A multidisciplinary evaluation will be at no cost to the parent, including instances when a licensed medical professional is a required member of the multidisciplinary team. It is the obligation of the district to facilitate the involvement of those required medical professionals, including contracting with such a professional for services to the district.

When a licensed medical professional is a required member of the multidisciplinary team, their participation in both evaluative and decision-making activities will be achieved by:

- Inviting them to participate in face-to-face meetings with other members of the team,
- Conference calls or virtual meetings with other members of the team, or
- Written communications/reports.

School personnel who participate on the multidisciplinary evaluation team will document the results of their assessments/input by:

- Directly entering their evaluation results on the PSSP MET summary form for consideration by the MET or
- Attaching their individual evaluation report to the MET summary form.

The MET report will contain information needed to determine the student's present level of academic achievement and functional performance (PLAAFP) and educational needs. The individual responsible for ensuring that the MET report includes all required information is the building teacher consultant, school psychologist and the special education administrator.

c. Conduct an **IEP team meeting** to do all the following:

- consider the evaluation results,
- determine eligibility,
- develop an IEP for the student if eligible, and
- make a written offer of a Free, Appropriate Public Education.

A student shall not be found eligible for special education if the determinant factor is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA); lack of appropriate instruction in math; or limited English proficiency.

Sources that will be reviewed and documented to inform this consideration include:

- The student's cumulative record, including schools attended, attendance/truancy rates, disciplinary removals which may impact exposure to



	<p>instruction, reports of progress in the general curriculum, and performance on district and state assessments.</p> <ul style="list-style-type: none"> <li>• Information provided by the parent.</li> <li>• Information provided by the classroom teacher.</li> <li>• Data from the MTSS process or other interventions provided prior to or as part of the evaluation.</li> </ul> <p>See separate but related procedures for more specific guidance and detailed information relative to <i>REED</i>, <i>Reevaluations</i>, <i>Assessment Tool Selection and Administration</i>, and <i>IEP Participants and Excusals</i>.</p>
<p><b>What forms are necessary to implement this procedure?</b></p>	<ul style="list-style-type: none"> <li>• Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.)</li> <li>• MET form(s) from PowerSchool Special Programs</li> <li>• IEP Form from PowerSchool Special Programs (including the page entitled Notice of Offer of FAPE)</li> </ul>
<p><b>How, when and by whom will this procedure be consistently documented?</b></p>	<p>Compliance with this procedure is maintained and reviewed by each local district office of special education. Reports and state reporting fields (i.e. initial component of special education, IEP timeliness, etc.) are available for each student in PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.</p>
<p><b>How, when and by whom will this procedure be routinely supervised?</b></p>	<p>Documentation of the ten-day timeline from request for evaluation to request for parental consent, as well as the procedures related to this step of the process, will be supervised by the Special education administrator.</p> <p>Documentation of the 30 school-day timeline from parental consent to offer of FAPE, including documentation of a full and individualized evaluation, will be supervised by the Special education administrator.</p> <p>The schedule for review of documentation of these procedures will be monthly based on a random sample.</p>
<p><b>How, when and by whom will changes to this procedure be communicated?</b></p>	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p>

	<p>Changes will be communicated using the district website, hard copies to staff and during scheduled professional development.</p>
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